

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):  
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Troy Gray

Official School Name: Westwood Junior High Math, Science, Leadership Magnet School

School Mailing Address: 7630 Arapaho Rd  
Dallas, TX 75248-4107

County: Dallas State School Code Number: 057916048

Telephone: (469) 593-3600 E-mail: troy.gray@risd.org

Fax: (469) 593-3508 Web URL: http://www.risd.org/schools/wwjh/index.htm

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Kay Waggoner Superintendent e-mail: kay.waggoner@risd.org

District Name: Richardson Independent School District District Phone: \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Kim Quirk

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

---

11TX6

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## 11TX6

DISTRICT

- SCHOOL**
- (To be completed by all schools)

- [illegible]

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
9 % Asian  
27 % Black or African American  
33 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
28 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 12%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	40
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	34
(3)	Total of all transferred students [sum of rows (1) and (2)].	74
(4)	Total number of students in the school as of October 1, 2009	627
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent limited English proficient students in the school: 7%  
 Total number of limited English proficient students in the school: 44  
 Number of languages represented, not including English: 27  
 Specify languages:

The following languages are represented at Westwood: Spanish, Vietnamese, Korean, French, Akan, Amhric, Arabic, Bengali, Burmese, Cantonese, Chaochow, Ethiopic, Farsi, Gujarati, Hebrew, Ibo, Kurdish, Mandrin, Nepali, Russian, Somali, Swahili, Tigrinya, Turkish, Urdu, Yoruba and other.

9. Percent of students eligible for free/reduced-priced meals: 60%

Total number of students who qualify: 382

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 63

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>38</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>7</u>
Special resource teachers/specialists	<u>22</u>	<u>1</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>12</u>	<u>0</u>
Total number	<u>76</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	96%	96%
Daily teacher attendance	95%	95%	95%	95%	96%
Teacher turnover rate	13%	11%	16%	8%	33%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

- The 33% turnover rate for the 2005-2006 school year was due to the loss of the 9th grade. Before 2005-2006, Westwood was a 7th, 8th, and 9th grade school. With the loss of the 9th grade, the school lost one-third of the teaching staff.
- The 16% turnover rate for the 2007-2008 school year was due to a large number of teacher retirements.
- The 13% turnover rate for the 2009-2010 school year was due to an increase in allocations. Two new allocations were added during the 2009-2010 school year.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

Westwood Math, Science, and Leadership Magnet, located in north Dallas, exemplifies the best in Texas public education. Westwood saw its beginning in 1973 as a 7<sup>th</sup> through 9<sup>th</sup> grade junior high school serving only its surrounding community. Today Westwood Math, Science, and Leadership Magnet encompasses the entire district, and its academic influence is felt throughout the area. Westwood's transformative tradition is reflected in its magnet strands and continually improving programs, which are data-driven and focused on the changing needs of the future workplace. Our Exemplary accountability status reflects the implementation of researched-based pedagogy responding to the needs of an extremely diverse student population (7<sup>th</sup> and 8<sup>th</sup> grades) that primarily consists of economically disadvantaged as well as large numbers of ESOL students. Westwood's mission is to create a community where students progress and learn in a positive and encouraging environment. We help students to become active and contributing members of their local and global community. Our school is known for its tradition of excellence in all areas of academics, fine arts and athletics. We embrace the needs of the entire child by employing the resources of both school and community to improve the lives of children.

Our math, science, and leadership magnet programs, as well as our additional unique offerings, attract students to Westwood from throughout the district. Through the years, the magnet areas have been transformed into programs of excellence that are aligned with upper level high school magnet curriculum. In the Leadership magnet, students are exposed to team building skills, communication skills such as public speaking and technological presentation, and the program is driven by national and global issues. Our math-based science class merges these two areas in a hands-on lab environment. Science classes are extended with numerous lab experiences and Science Olympiad club which increases the science learning beyond the school day and campus. In addition to the magnet programs, we offer five languages: Japanese, Spanish, French, Latin, and German. Our fine and performing arts departments have a long standing tradition of excellence and awards, such as Voices Unlimited (an auditioned contemporary vocal ensemble) and our superior-rated orchestras and bands. These groups have many performance opportunities, including formal concerts in the fall, winter, and spring. Over the past few years, at least one of our athletic teams has won the district championship. In addition to these accomplishments, we also offer AVID (Advancement Via Individual Determination), daily Advisory and our WOW (Westwood Overtime World) after-school program. TI Math lab is a collaborative effort between Texas Instruments and RISD which integrates the business world and our math curriculum by serving our low-performing math students in a two-hour block. These are just a few of the many areas that have been improved and developed at Westwood that did not exist as recently as five years ago and have been successfully implemented in recent years.

Our community includes the entire Richardson Independent School District within the city limits of Dallas, Garland and Richardson.

Several events highlight our active parent involvement such as our annual AVID parent night, pancake supper, math-parent night, ESL classes for adults, and annual athletic, fine arts, multicultural dinner, and general award celebrations. Our WOW after school program draws upon members of the community to present classes in the interest of our students. This serves to provide after school care, as well as provide enrichment in a variety of areas including academics and personal growth. Magnet Marketing Night welcomes the entire community to a showcase of our offerings. These events reflect the collaborative effort among our faculty, PTA, and students.

Westwood's best attribute is our student-centered teachers. The faculty continually strives to meet and exceed the needs of our diverse population. Whether it's sponsoring a club or spending Saturdays tutoring students, they are always willing to go above and beyond what is required. In 2010, our school received the highest number of TEA Gold Performance awards of all the RISD junior highs, including Commended Performance in Reading, Science, Social Studies, and Attendance. Our teachers provide a variety of curricular methods such as rocket launches, poetry readings, career speakers,

Holocaust survivor speakers, and interdisciplinary collaboration, which demonstrates Westwood's rich resources. The Westwood faculty prepares students to demonstrate leadership and scholarship as they move on to one of RISD's four high schools.

Our flexibility to continually adapt to the ever-changing and evolving demands of our global learning community makes us worthy of recognition as a school of excellence. The fusion of our academics, technology, magnets, athletics, and fine arts programs creates students prepared for the 21<sup>st</sup> century. We are proud to be worthy of Texas' exemplary distinction and now look forward to recognizing our student and community progress on a national scale.



### 1. Assessment Results:

Westwood's performance level for passing on the Math TAKS for the 2009-2010 school year was 27/48 for 7<sup>th</sup> grade math and 29/50 for 8<sup>th</sup> grade math. This information can be found at [http://www.tea.state.tx.us/index3.aspx?id=3272&menu\\_id=793](http://www.tea.state.tx.us/index3.aspx?id=3272&menu_id=793). During this same year, Westwood outperformed the state average by sixteen points for 7<sup>th</sup> grade math and three points for 8<sup>th</sup> grade math.

The only student group lower than ten points from the average of all students was Limited English Proficient (LEP). Seventy three percent of the LEP students met the standard. In order to address this issue, the math department has included at-risk LEP students in all pull out tutoring sessions. All LEP students are involved in math tutoring during advisory period once per week as well as a special weekly session of tutoring during one of their elective periods. They are encouraged to attend each of the four Saturday schools and each of the three After School TAKS Blasts (right before TAKS). During benchmark simulations in other subject areas, they are required to attend two half day math camps.

Over the past five years, Westwood has achieved significant academic gains in three main subgroups: students eligible for free and reduced-price meals with a 35% increase from 2005-06 to 2010-11, African American students with a 38% increase from 2005-06 to 2010-11, and Hispanic students with a 30% increase from 2005-06 to 2010-11. This growth has been steady and we expect continued improvement in these areas.

Westwood's performance level for passing on the Reading TAKS for the 2009-2010 school year was 31/48 for 7<sup>th</sup> grade reading and 35/48 for 8<sup>th</sup> grade reading. This information can be found at <http://ritter.tea.state.tx.us/cgi/sas/broker>. During this same year, Westwood outperformed the state average by five points for 7<sup>th</sup> grade reading and seven points for 8<sup>th</sup> grade reading.

The only student group lower than ten points from the average of all students was LEP. Sixty two percent of LEP students met the standard and, while the discrepancy is wide, it is an improvement over four of the five previous years. In order to address this issue, the language arts department has implemented a reading/writing lab after school two days per week. This extra support, provided specifically for LEP students, is taught by an ESL teacher, the Campus Reading Specialist, and the Department Chair for Language Arts. Additionally, all LEP students are involved in language arts tutoring during advisory period once per week as well as a special weekly session of tutoring during one of their elective periods. They are encouraged to attend each of the four Saturday schools and each of the three After School TAKS Blasts (right before TAKS). During benchmark simulations in other subject areas, they are required to attend two half day reading camps. All materials for the tutoring are provided by the Campus Reading Specialist, who is certified ESL.

Over the past five years, Westwood has achieved significant academic gains in three main student groups: students eligible for free and reduced-price meals with a 93% gain from 2005-06 to 2010-11, African American students with a 77% gain from 2005-06 to 2010-11, and Hispanic students with a 21% gain from 2005-06 to 2010-11. Although the increases have been steady, the most significant increases in these subgroups were incurred during the 2006-2007 school year.

### 2. Using Assessment Results:

At Westwood Junior High, assessment scrutiny begins at the annual Summer Instructional Leadership Team (ILT) meeting with the review and study of district wide assessment results. Following the district meeting, the data is brought back to Westwood to be interpreted by each department, the reading specialist, instructional specialist, as well as our administrative support staff. Trends are reviewed by objective, population, gender, ethnicity, as well as students identified as special education, regular, or Pre-

AP. After reviewing all of the available data, which includes TAKS, EOC, IEP, 504, benchmark scores, report cards, prior counselor and teacher comments, a strategy is created. Armed with information, a plan is developed to bridge any gaps.

During eighth grade, benchmark testing is held every six weeks, which dictates who will be in pull-out tutoring. Core subject tutoring is offered during advisory period Monday, Tuesday and Thursday to the students who are at risk of not passing the state testing requirements beginning in the Fall. Nine to twelve students per session receive objective-based tutoring by subject area specialist and teachers. Throughout the year, each core subject offers four Saturday School lessons, where ten to fifteen students at a time rotate through four classes. These small, intense Saturday classes provide the opportunity to re-teach concepts that were not mastered during class. By spring, we offer elective pull-out tutoring, ten students per group, 30 to 60 minutes per week with a core teacher. In addition, the after school WOW program offers various activities in all the core areas, targeting any student who desires enrichment plus those recommended by teachers.

At WWJH, classroom teachers are resourceful, reflective, and responsive. We continually adjust programs based on student needs and data. As identified, our students participate in 100 minute block math courses, and/or strategic reading. If the students' response to intervention has not been successful, the Campus Intervention Team may proceed with more intensive intervention, beginning with evaluation to determine proper support and placement for the student.

In closing, at WWJH we strive for the success of all of our students, regardless of their academic abilities.

### **3. Communicating Assessment Results:**

Westwood Junior High takes a proactive approach in communicating assessment results with all stakeholders. Teachers and administrators understand the importance of not only communicating results but ensuring the understanding of those results. By taking this approach we have been able to increase the success all student's experience in their education. The administration of assessments and the communication of those results is an important part of everyday life at Westwood. The results of unit assessments, district wide benchmark assessment, and state assessments drive the decisions we make to help improve instruction while positively impacting student learning.

When communicating assessment results with students and the student body, the following methods are utilized:

- Student/Teacher academic conference
- Student/Counselor conference
- Student/Administrator conference
- School-wide public announcements celebrating student success on assessment results
- Classroom displays of outstanding performances
- Teacher led discussions
- Advisory tutoring attendance
- School-wide student awards banquet

When communicating individual and school wide results with parents, the following methods are implemented:

- Parent conference with student, teacher and administrator
- Progress reports sent home with student
- Teacher initiated phone call home

- Letter mailed home with student's score
- Information e-mail per parent request of student's score
- Student Success Initiative report mailed home
- Phone call home by AVID Teacher encouraging student(s) to take advantage of tutoring before/after school
- Sharing results at PTA board meeting as well as general meeting
- Providing interpreters at PTA meeting to translate results and their meaning
- Connect-Ed phone announcement of school wide results
- Mailing AEIS school report card
- Posting announcement of state rating on school website
- E-Link weekly school newsletter

When communicating school-wide results with the community the following methods are implemented:

- Posting announcement of the State rating on school website
- Administrative announcement presented at PTA council/general meeting
- Local School Council multi-media presentation
- Hanging banner outside our school
- Marquee announcing school results
- Connect-Ed phone announcement of results to all school constituencies
- E-Link School Newsletter announcement
- Inclusion in district newsletter and on district website

Westwood Junior High's ability to maintain quality, open communication has helped us earn continued parent and community support which translates into student success. We cannot produce college ready learners with 21<sup>st</sup> century skills without the support of our parents and community.

#### **4. Sharing Lessons Learned:**

Westwood Junior High has a long history of pioneering programs that support creativity, flexibility, and innovative approaches to education. Upon completion of these cutting edge techniques, Westwood makes collaboration with fellow junior highs a main concern. Westwood puts a high priority on sharing strategies that lead to positive student achievement. As a math/science magnet school, Westwood has created new ways to take public education to a deeper level by integrating high interest, unique and engaging programs. Integrated health science, NASA math based science, one-to-one student to computer ratio, TI Inspire Navigator program, Science Olympiad, daily math block classes, and project based learning are all student programs that supplement our core curriculum and allow for student enrichment. The success of these programs has been recognized, and the strategies used have been shared district wide.

In addition to the unique programs offered to students, Westwood's teachers have revamped the traditional ideas behind common planning. Instead of "what works best for me," department teachers share a planning period in which vertical teaming, researched based teaching methods, brainstorming, and

general department business are shared on a daily basis. Through these planning techniques, teachers are collectively on pace, aware of what is expected in the classroom, and fully accountable for student success.

Westwood has a specialized approach to helping struggling students. Our math and reading block classes provide additional educational support to needy students, allowing them to work in an environment with students of similar abilities and the aid of advanced resources. This grouping of talents allows teachers to delve deeper into topics, plan tutoring sessions more effectively, and make otherwise complex topics easier to comprehend. Westwood has shared our block design and tutoring principles with other junior highs in need, and data shows that these efforts have positively influenced district performance.

Various school officials and teachers from across the district visit Westwood to observe our successful practices. Through these visits, Westwood's innovatively-designed approaches have helped facilitate better practices across RISD. This open door policy continues to make Westwood an educational leader in the district and beyond.

## 1. Curriculum:

### English/Language Arts

Students in English/Language Arts increase and refine their communication skills in standard or Pre-AP English classes. They read and write a variety of multicultural texts in various genres. Our students are expected to plan, draft, and complete writing assignments such as imaginary stories, poems, writing about their experiences, expository texts, procedural texts, and persuasive texts. They are required to conform to the conventions of language, spelling and grammar. Students improve their reading fluency and develop their vocabulary through a growing comprehension of literary texts, themes, and genres, including poetry, drama, fiction, and nonfiction. Students will also learn how to do research by gathering sources, synthesizing information, and presenting ideas. Westwood also offers ESOL so that students with limited English proficiency can develop their literacy skills through intensive instruction, provided by ESL certified teachers trained in language acquisition and strategies for English.

### Social Studies

In Social Studies, students may choose either standard or Pre-Advanced Placement courses. Eight content strands are integrated for instructional purposes and include history, geography, government, citizenship, economics, culture, science, technology, society, and social studies skills. The content, as appropriate for the course, enables students to understand the importance of patriotism, to understand the function of our free enterprise society, and to appreciate the basic democratic values of our state and nation. Throughout their study of social studies, students use problem-solving and decision making skills to answer questions as well as use a variety of primary and secondary source materials. Students are engaged in hands-on learning, through the use of role-playing, manipulatives, and many different interactive games. Classroom laptops, CPS systems and library data bases allow our students to have experience with the latest learning resources.

### Mathematics

The seventh grade course is a continuation and expansion of skills and concepts developed in elementary mathematics. Emphasis is placed on problem solving patterns, relations and functions, numerations, operations and computation, measurement, geometry, probability, statistics and graphing, and calculator applications. These principles are also built upon in the Math Eighth classroom. The Pre AP class is an accelerated program designed to prepare the student to study Algebra in the eighth grade. The goals are the same as Math 8, with an in-depth problem solving experience. Math Pre AP eighth is a first course in Algebra. The goals and content are the same as Algebra I with more in-depth problem solving experience. The math program also hosts a parent night and includes an end of year magnet project where the students build and race cars.

### Science

The study of science includes conducting field and laboratory investigations using skills of the scientific process, traditional lab equipment, and current technology including computers, Internet resources, hand held data collectors and related probes. Students increase their science skills through inquiry based investigations and experiences; they increase their understandings through integration of topics such as biology, geology, astronomy, chemistry and physics. We also offer Integrated Health Science which studies the health of the human body and is enriched with lab experiments.

### LOTE

Languages other than English (LOTE) classes of Spanish, French, Japanese, German, and Latin are offered for high school credit. Students acquire the target language primarily through Total Physical Response/Storytelling. Through this method of language acquisition, one is able to acquire the second language in much the same way the first language was acquired. Students are constantly experiencing comprehensible input in brain-compatible classrooms. Each semester students read one novel in the target language and experience a variety of listening and speaking activities with the language laboratory.

### Physical Education

In Physical Education, students are provided the opportunity to increase their skill level in recreational games, hockey, dance and rhythms, tumbling, track and field, racquet sports and softball. Aerobic fitness using fitness circuits, jump ropes and heart rate monitors along with strength training and conditioning training will be taught in order to increase the student's personal fitness level. Health related fitness concepts and activities are included throughout the semester.

### Health

Health is a one semester course that provides high school credit and can be taken in the eighth grade. Topics included in the curriculum are personal health and responsibility, interpersonal skills, human growth and development, community, physical, and mental health, and environmental issues. Instruction is administered in a variety of ways and includes the use of classroom laptops and lessons on Blackboard, computer application used throughout the school to communicate with both parents and students. The uses of Blackboard include: announcements, discussions, blogs, tasks, media, and journals.

### Nutrition Education

Students identify food groups using the USDA Nutrition Pyramid. They determine the appropriate number of calories required to maintain good health based on their height, weight and activity level using the mypyramid.gov guidelines. Individual students keep a food journal, tracking daily food intakes on the computer to analyze the nutritional value of the foods they have consumed. Healthy food choices are reinforced with cooking demonstrations of food preparation techniques to maintain optimum nutritional value. In addition, students prepare healthy foods in cooking labs.

### Fine Arts

Students participating in the Performing Arts incorporate interdisciplinary instruction including history, culture, math, reading, writing, and social science. Students demonstrate a high level of discipline and artistry.

Visual arts students learn not only painting, drawing, and 3-D design using hands-on techniques, but they also incorporate historical information such as particular genres, biographies, artists, and time periods.

## **2. Reading/English:**

### English as a Second Language

- Classroom teachers introduce, provide activities, and assess students' knowledge of morphemes and root words.
- Teachers use strategies to encourage close reading of texts.
- Teachers meet regularly with English language arts teachers during common planning periods to incorporate ESL learning strategies in throughout the curriculum.

### Tutoring Sessions

- Teachers conduct a reading/writing lab after school on Tuesdays and Thursdays.

- Teachers conduct pullout tutoring for lower-performing students from their electives one day each week.
- Teachers conduct tutoring during Advisory period one day each week.
- Multiple Saturday Schools are held for both reading and writing.
- Half-day Pullout Camps are taught for both reading and writing.
- Six After-School Blasts (from 3:40 – 6:00) are held twice each year (reading/writing).
- Reading and writing TAKS camps are conducted during TAKS benchmark simulations.

#### Strategic Reading Class and Elective Reading for 7th and 8th Grades

- The Strategic Reading class uses the AMP program to improve reading skills for students who failed the TAKS tests.
- The Elective Reading class uses multiple strategies to improve the reading skills of students who passed TAKS but still need extra help.

#### Campus Reading Specialist

- The CRS conducts and evaluates testing for all targeted students.
- The CRS coordinates all materials for tutoring.
- The CRS creates tutoring lists focused on students' needs (based on benchmark scores).

#### Campus Testing

- The Texas Middle School Fluency Assessment (TMSFA) testing is conducted two times each year.
- Scholastic Reading Inventory (SRI) testing occurs three times each year.
- District benchmark testing is administered twice each year for reading and once each year for writing.
- The campus uses the data collected from these tests to determine the tutoring focus and classroom instruction.

#### English Language Arts Curriculum

- Teachers stress the acquisition of academic vocabulary in all classes.
- The entire school is introduced to the Word of the Week.
- Supplemental aids are provided to students as needed for classroom instruction and testing.
- In addition to classroom curriculum, students read a novel outside of class each six weeks.
- Student instruction is differentiated by reading levels.
- Five of our ELAR teachers have written district curricula.
- One of our ELAR teachers serves on the state TAKS Review Committee.

### **3. Mathematics:**

The mathematics curriculum at Westwood Junior High is broken into three main parts; seventh grade, eighth grade, and Algebra 1. Seventh grade focuses on discovery-based learning and students' use of manipulatives, which parallels the models students experience on assessments. Eighth grade increases the level of difficulty of word problems, helping to bridge students' prior knowledge to abstract mathematical processes. The Algebra curriculum is more inclusive and helps to prepare more students for AP Math tests. In 2009, Laying the Foundation (LTF) instructional methods were introduced into the PreAP classes. These methods include hands-on, real-world activities with practice problem solving and

performance based assessments. All teachers have been trained to implement these strategies in leading these lessons and this has helped to increase the rigor in all classes.

Technology is incorporated in each classroom through the use of Texas Instrument (TI) calculators and the use of the TI Navigator System in the Math Forward block classes. In these classes, students give up an elective to participate in 90 minutes of math instruction each day. These classes align the TEKS and incorporate the use of the TI Navigator System to enhance students' learning and give teachers and students immediate feedback. Blackboard and Air Slates are also used to disperse information beyond the classroom and to allow immediate feedback in all classes.

To improve the mathematics skills of students who are performing below grade level, Westwood Junior High has implemented several successful strategies. We host a Parent Math Night each semester where we invite the parents into our classrooms to learn what their students are learning so that they may better assist them when they are at home. Since 2002, we have used a program called Students Tutoring Students, where struggling students can pair up with a student who is stronger academically to receive tutoring and support in the four core subject areas. This has been successful for both the tutor and the student being tutored. We also wrap up the school year with projects in both 7<sup>th</sup> and 8<sup>th</sup> grade that bring the concepts we have taught all year together in a real-world application. These projects help the students to see how and where the concepts they have learned can be used outside their school experience.

#### **4. Additional Curriculum Area:**

In 1996, Westwood Junior High inaugurated the Leadership Program, the first-known of its kind in the nation; students were invited from across the district to participate in this highly specialized program. In the Leadership program, students learn to become successful, involved team builders, planners, helpers, speakers, and motivators who are goal-oriented, organized, self-aware, and adept decision makers. The students enter high school prepared to apply and practice their leadership skills throughout all the options offered on the secondary level, and eventually they move on to further leadership roles in school, careers, and the community.

In 7th grade, students are oriented to school, local, and state issues and the curriculum focuses on learning about self, presentation technologies, interpersonal skills, service projects, leadership styles and techniques, human relationships, and teambuilding experiences.

In 8th grade, students practice their leadership skills while focused on national and global issues. The curriculum areas include self development, methods of influencing others, improving interpersonal skills, extemporaneous speaking, service projects, team building, technology skills, communication applications, and developing leadership skills.

At both levels, the Leadership curriculum is driven by current events. Students study the history, geography, and the political and societal issues of current places of interest. One of the activities students do is to create PowerPoint presentations, incorporating corporate level technology skills to illustrate what they have learned and share this with parents in a student-led conference. As a result, parents and students have an opportunity to discuss the elements of the learning going on in the leadership classroom.

Many of our students demonstrate the skills they have learned in leadership by becoming active in such groups as our Student Council and continuing on to high school programs such as our Law and Communications Magnet and participating in forensics, debate, and theater.

Westwood Leadership's goal of creating productive and caring community members through active learning and leadership is directly connected to our school's quest to prepare and equip students to become active and positive members of their local and global community. Many of our students demonstrate the skills they have learned in leadership by becoming active in such groups as our Student Council and continuing on to high school programs such as our Law and Communications Magnet and participating in forensics, debate, and theater.



## **5. Instructional Methods:**

At Westwood we provide our students with specific and targeted instruction based upon the varying learning needs of our student population. Teachers provide differentiated instruction across the curriculum that allows for all students to achieve some level of academic success. Through the use of differentiated instruction, we are able to support our students with different avenues to acquiring content. In doing so, our teachers deliver a variety of instructional methods that are designed to address the diverse learning needs within their classrooms such as modifications of grade level material, vocabulary enrichment activities, and the use of technology, graphic organizers and supplemental aides. An example of a technology program used is DORA (Diagnostic Online Reading Assessment) which supports newcomer and English learners. It provides audio-visual lessons, enabling students to recognize, pronounce and use basic English words for everyday use in the classroom assessing students' ability levels and needs. The Resource program is one example of a delivery method which provides students with approximately an 8:1 ratio and modified content assisting students learning process and meeting individual student needs.

Along with the techniques and various approaches applied within the classroom for curriculum based material, Westwood also utilizes programs both in class and as extracurricular activities to support and enhance students' academic success. Programs such as AVID and WOW offer tutoring and curriculum activities based on reinforcing and strengthening academic skills that build on math and science proficiency. In these programs, teachers introduce and teach concepts in a way that makes a real life connection so that the students better understand how strengthening academics can provide greater success, not only in post-secondary education, but also everyday life experiences. The AVID program targets the at-risk kids to motivate and prepare them for goals related to attending colleges and universities. Most participants in the AVID program will be first generation college students. Both of these programs do reach across different cultural, socio-economic and ethnic groups in attempts to close academic gaps as well as blend students in a way that promotes acceptance and positive peer support. The WOW after school program is free and available to all students who attend Westwood. Although the core curriculum focus for WOW is math and science, concepts in reading, analytical thinking and problem solving skills are enhanced through the way the content and activities are presented. Because of the various methods and styles of instruction, Westwood provides a motivating and positive environment for students to learn and be successful.

## **6. Professional Development:**

Professional development at Westwood offers teachers multiple opportunities for specialized classroom enrichment and the expansion of teaching strategies for the success all students. Innovative techniques presented during staff development sessions target diverse learning styles and the incorporation of instructional strategies which empower students to face the challenges of an ever-changing global society. This exceptional educator training leads to superior classroom experiences that involve engaging activities and inquiry-based, hands-on lessons that facilitate and enhance overall student academic achievement. The latest research tools and programs ensures teachers are "highly qualified" under NCLB.

We are charged, as an educational community in RISD, with preparing our students and staff to be contributing members in the twenty-first century society. Integration and incorporation of technology in the students' daily lives will enable them to become capable leaders in the workforce of our global community. Included in the vast array of tools available to educators, the Blackboard learning system brings students to the electronic classroom through interactive discussions, virtual labs, and online testing. Other supporting technology is the Classroom Performance Systems that allow students and teachers instant feedback regarding student mastery of curricular concepts; student Netbooks bring interactive research to the hands of the students within the classroom, and Air Slate technology allows teachers the freedom to circulate among students during lesson presentation. Additionally, as the first to pilot the "Nspire TI Navigator Math Forward" program, students and teachers can continually monitor

progress as they work toward achieving state academic standards. The involvement of all core subjects in Laying the Foundation (LTF) training promotes excellence through rigorous, relevant instruction based on current trends in educational research. Through LTF, the implementation of Bloom's taxonomy leads to an emphasis on higher level thinking in all classroom activities and lessons. Our commitment to ongoing staff development guides the effective use of innovative teaching strategies in the classroom, and offers students the insight to unlock a more worldly perspective for their own personal opportunities and possibilities.

Continuous professional growth in a supportive environment enhances the knowledge and skills of all staff with the expectation of raising student performance. Professional staff development is driven by state curriculum standards and supports the educational mission and instructional goals of RISD as well as the NCLB Act of 2001. The RISD's 2020 Vision ensures that students will achieve advanced proficiencies and strategies to support academic excellence and life-long learning. "Our desire is to move RISD beyond current standards and provide students with the power they need to succeed in the twenty-first century." Kim Quirk – RISD Board President

## **7. School Leadership:**

The principal is the instructional leader at the school and sets the tone for a collaborative, lead-by-example philosophy. The first step in spreading this philosophy is by empowering the administrative team to be instructional leaders who work with students, teachers and parents through collaborative efforts such as conferences, faculty and department meetings, PTA events, common planning, Academic Saturday Schools and Instructional Leadership Team meetings. Through these efforts, personal relationships are fostered, teachers are given constructive feedback on ways to enhance student learning, administrators work one-on-one with students, interactive lessons are created, engaging pedagogy is discussed, and collaborative problem-solving and decision-making take place. The driving mission is that all students will succeed, and it starts with the administrative team. We truly believe all students can learn and succeed and at Westwood Jr. High, they do.

Teacher leaders are vital to the success of Westwood. Those serving on the Instructional Leadership Team attend regular meetings and a one day summer conference where they work on programs and policies that are student centered and will ensure student success. It is a collaborative effort whereby the data from TAKS, discipline, attendance, teacher/student/parent surveys, demographics, and a variety of other data are used to create and implement strategies and curriculum that will best serve the needs of our students. The teacher leader role is critical in creating the plan for student success and it is equally as critical in assisting the principal in effectively communicating the plan to faculty and staff. The Instructional Leadership team is highly invested in the plan they create and work diligently and collaboratively with faculty and staff to ensure its effective implementation. A school-wide team approach is essential to the success of our students. All faculty and staff go above and beyond to meet the needs of our students and ensure that all receive a quality education.

School policies and procedures are communicated to faculty and staff via the principal. The expectation is that processes will be implemented efficiently and effectively, and followed consistently. School decisions are systemically executed based on district directives and campus data. Feedback from all stakeholders; students, teachers, parents and community members, is valued and considered into account when modifying or changing policies and procedures. A school-community team approach is also essential to the success of Westwood Jr. High.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: There is a different test every year.

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard plus Commended	97	94	93	92	83
Commended	49	44	36	29	21
Number of students tested	295	314	303	288	299
Percent of total students tested	95	95	91	90	90
Number of students alternatively assessed	10	11	25	21	26
Percent of students alternatively assessed	3	3	7	7	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard plus Commended	96	90	90	88	72
Commended	32	27	21	22	10
Number of students tested	145	142	147	119	130
<b>2. African American Students</b>					
Met Standard plus Commended	96	94	92	78	73
Commended	34	32	22	22	11
Number of students tested	77	72	74	69	74
<b>3. Hispanic or Latino Students</b>					
Met Standard plus Commended	95	88	88	95	73
Commended	27	27	15	19	10
Number of students tested	97	90	102	85	91
<b>4. Special Education Students</b>					
Met Standard plus Commended	95	63	82	89	0
Commended	36	21	14	11	0
Number of students tested	22	19	22	18	0
<b>5. English Language Learner Students</b>					
Met Standard plus Commended	73	80	70	0	33
Commended	20	10	10	0	0
Number of students tested	15	20	20	0	18
<b>6. Asian</b>					
Met Standard plus Commended	97	100	96	96	90
Commended	63	70	70	52	35
Number of students tested	32	33	27	23	20
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Texas Essential Knowledge and Skills

Edition/Publication Year: New version every year Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard plus Commended	96	93	96	92	82
Commended	37	45	43	35	27
Number of students tested	292	311	298	283	292
Percent of total students tested	94	94	89	88	88
Number of students alternatively assessed	13	14	29	25	33
Percent of students alternatively assessed	4	4	9	8	10
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard plus Commended	94	88	94	88	69
Commended	24	32	33	22	18
Number of students tested	142	139	141	115	125
<b>2. African American Students</b>					
Met Standard plus Commended	96	94	99	81	74
Commended	24	34	33	23	14
Number of students tested	78	70	72	69	70
<b>3. Hispanic or Latino Students</b>					
Met Standard plus Commended	91	84	90	92	65
Commended	18	29	26	19	11
Number of students tested	93	89	100	84	88
<b>4. Special Education Students</b>					
Met Standard plus Commended	95	75	94	93	0
Commended	32	13	11	0	0
Number of students tested	19	16	18	19	0
<b>5. English Language Learner Students</b>					
Met Standard plus Commended	62	60	71	0	13
Commended	8	5	6	0	0
Number of students tested	13	20	17	0	16
<b>6. Asian</b>					
Met Standard plus Commended	97	97	100	91	100
Commended	47	62	70	36	50
Number of students tested	32	34	27	22	20
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Different Test Every Year

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard plus Commended	91	88	84	85	76
Commended	32	36	26	32	20
Number of students tested	305	308	297	279	246
Percent of total students tested	96	94	93	89	82
Number of students alternatively assessed	10	13	14	28	37
Percent of students alternatively assessed	3	4	4	9	12
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard plus Commended	88	85	74	74	63
Commended	22	27	15	18	12
Number of students tested	139	157	126	114	103
<b>2. African American Students</b>					
Met Standard plus Commended	84	84	68	78	56
Commended	20	19	15	16	13
Number of students tested	64	74	72	67	52
<b>3. Hispanic or Latino Students</b>					
Met Standard plus Commended	87	85	80	75	68
Commended	19	23	12	17	5
Number of students tested	97	115	90	83	81
<b>4. Special Education Students</b>					
Met Standard plus Commended	60	59	61	64	80
Commended	13	15	9	0	7
Number of students tested	15	27	23	14	15
<b>5. English Language Learner Students</b>					
Met Standard plus Commended	53	79	38	53	47
Commended	0	7	6	5	0
Number of students tested	15	14	16	19	19
<b>6. Asian</b>					
Met Standard plus Commended	100	96	100	88	71
Commended	57	70	48	56	43
Number of students tested	28	27	23	16	14
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: New Version every year

Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard plus Commended	95	97	95	95	86
Commended	59	56	60	55	44
Number of students tested	301	299	294	273	243
Percent of total students tested	95	92	92	87	81
Number of students alternatively assessed	13	18	15	33	38
Percent of students alternatively assessed	4	6	5	11	13
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard plus Commended	91	95	91	90	77
Commended	46	46	45	42	24
Number of students tested	136	149	124	109	102
<b>2. African American Students</b>					
Met Standard plus Commended	92	96	89	97	77
Commended	52	44	48	46	23
Number of students tested	63	70	73	65	53
<b>3. Hispanic or Latino Students</b>					
Met Standard plus Commended	91	94	92	85	81
Commended	43	44	47	26	24
Number of students tested	95	111	87	80	79
<b>4. Special Education Students</b>					
Met Standard plus Commended	83	84	86	0	77
Commended	33	21	32	0	23
Number of students tested	12	19	22	0	13
<b>5. English Language Learner Students</b>					
Met Standard plus Commended	60	75	50	50	35
Commended	0	0	13	0	0
Number of students tested	15	12	16	16	17
<b>6. Asian</b>					
Met Standard plus Commended	100	100	100	100	79
Commended	79	74	65	73	57
Number of students tested	29	27	23	15	14
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard plus Commended	94	91	89	89	80
Commended	38	40	31	30	20
Number of students tested	600	622	600	567	545
Percent of total students tested	96	95	92	89	86
Number of students alternatively assessed	20	24	39	49	63
Percent of students alternatively assessed	3	4	6	8	10
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard plus Commended	92	88	83	81	68
Commended	27	27	18	20	11
Number of students tested	284	299	273	233	233
<b>2. African American Students</b>					
Met Standard plus Commended	91	89	80	78	66
Commended	28	25	18	19	12
Number of students tested	141	146	146	136	126
<b>3. Hispanic or Latino Students</b>					
Met Standard plus Commended	91	86	84	85	70
Commended	23	25	14	18	8
Number of students tested	194	205	192	168	172
<b>4. Special Education Students</b>					
Met Standard plus Commended	81	61	71	78	75
Commended	27	17	11	6	8
Number of students tested	37	46	45	32	24
<b>5. English Language Learner Students</b>					
Met Standard plus Commended	63	79	56	54	41
Commended	10	9	8	7	0
Number of students tested	30	34	36	28	37
<b>6. Asian</b>					
Met Standard plus Commended	98	98	98	92	82
Commended	60	70	60	54	38
Number of students tested	60	60	50	39	34
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard plus Commended	96	95	95	93	84
Commended	48	50	52	45	35
Number of students tested	593	610	592	556	535
Percent of total students tested	95	93	91	88	85
Number of students alternatively assessed	26	32	44	58	71
Percent of students alternatively assessed	4	5	7	9	11
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard plus Commended	92	92	93	89	73
Commended	35	39	38	32	20
Number of students tested	278	288	265	224	227
<b>2. African American Students</b>					
Met Standard plus Commended	94	95	94	89	76
Commended	37	39	41	34	18
Number of students tested	141	140	145	134	123
<b>3. Hispanic or Latino Students</b>					
Met Standard plus Commended	91	90	91	88	72
Commended	31	38	36	23	17
Number of students tested	188	200	187	164	167
<b>4. Special Education Students</b>					
Met Standard plus Commended	90	80	90	96	82
Commended	32	17	23	13	27
Number of students tested	31	35	40	23	22
<b>5. English Language Learner Students</b>					
Met Standard plus Commended	61	66	61	48	24
Commended	4	3	9	0	0
Number of students tested	28	32	33	23	33
<b>6. Asian</b>					
Met Standard plus Commended	98	98	100	95	91
Commended	62	67	68	51	53
Number of students tested	61	61	50	37	34
<b>NOTES:</b>					